

THE APPLICATION OF READING TEXT IN IMPROVING THE ABILITY IN USING SUFFIX -ING OF THE ELEVENTH GRADE SCIENCE MAJOR STUDENTS

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Abstract

This research purposed to find out whether or not the application of reading text is an effective way in teaching suffix –ing. This research applied intach group research design. The research population was the eleventh grade science major students of MAN 1 Palu. The sample of this research was selected through a cluster random sampling. As the result, class XI IPAA as experimental and class XI IPA B as control consisting of 20students for both. In collecting the data, the researcher used post-test. The data were analyzed descriptively and statistically. Having analyzed the data, the researcher found that the t_{counted} was (11.35), and it was higher than t_{table} (2.093). It means that the hypothesis was accepted. In conclusion, reading text is an effective medium in teaching suffix -ing to the eleventh grade science major students of MAN 1 Palu.

Keywords: Suffix –ing; Present Progressive; Gerund; Present Participle; Reading Texts

INTRODUCTION

Grammar, as one of the English components, has an important role of how a sentence can be formed from some words. It makes the sentences meaningful, grammatical, and understandable. Bookstein & Klein (1990) define that grammar is the way how a language can be created which is appropriate with the rules that describe as systematic organization. Therefore, it should be included as a part of constructing a correct sentence. Grammar also should be integrated with the four language skills in teaching English because they can support each other. That becomes a basic reason why grammar cannot be separated from the English teaching learning.

In teaching and learning English, it is very important for the students to understand grammar in order to make them learn English easily. Azar (1999) points out that as the second

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or foreign language, understanding and using English grammar is a developmental skill from intermediate to advanced students. While the students focus on grammar, they also promote the development of all language skills in some various ways. Azar's statement is also supported by statement in the curriculum for English (2006:11) that, "Agar dapat menguasai keterampilan bahasa, siswa perlu dibekali dengan unsur-unsur bahasa seperti kosakata dan penguasaan tata bahasa". In addition, when the students master grammar, it can support their language performance. It is mentioned in Kurikulum Tingkat Satuan Pendidikan (2006:ix):

Ditinjau dari segi tujuan atau kompetensi yang ingin dicapai, maka pelajaran bahasa Inggris ini menentukan pada aspek keterampilan berbahasa yang meliputi keterampilan berbahasa lisan dan tulis baik reseptif maupun produktif. Penerapan konsep dalam pengajaran bahasa Inggris menyiratkan bahwa (1) unsur-unsur bahasa Inggris, yaitu tata bahasa, kosa kata, ejaan dan lafal hendaknya disajikan dalam lingkup kebahasaan dan lingkup situasi, sehingga makna dimaksud jelas.

In relation to the statement above, the researcher realizes that as one of the English components, grammar provides great support to the four language skills of English. If the students have poor capability in grammar, it will be difficult for them to master the English language skills, particularly in speaking and in writing.

Grammar, in studying English, cannot be separated from morphology because it has purpose to make the students feel easy to learn and to analyze the smallest unit of the form of a language itself. Sulaiman (2004) argues that morphology is the study of the way about the formation of word in which we can analyze the form of a language and the smallest unit of meaning. At senior high school, affixation should be included in studying English. Although affixation is not generally emphasized on the students to learn, the teachers cannot disregard it from the students' understanding because it creates problems for the students when they have low capability to use affixation. Suffixation as a part of affixation has a large contribution in sentence. One of suffixes which have poly-category is suffix -ing. Swan (2005:456) finds, "Progressive verb forms (also called 'continuous' forms) are made with be + -ing". On the other hand, suffix -ing also forms adjective in term of present participle. Greenbaum & Nelson (2002) clarify that one of the affixation which can form adjective is suffix -ing. It is assisted by Effendi (2004) that adjective can be created from verb which is added by suffix -ing. Additionally, last category which is formed by suffix -ing is noun in term of gerund. "Gerund is consisting of verb + -ing and taking place of a noun" (Steer, Carlisi, & Schmid, 1998:356).

By seeing suffix –ing which can form more than one category of word, most of the students assumed that it was a problematic thing. It happened in MAN 1 Palu. The researcher found the students at that school have some weakness in using suffix –ing which functions to form present progressive, present participle, and gerund. There was one example of their weakness, namely “*I like reading a novel*”. From this sentence, some students said that the word “*reading*” was present progressive form. Conversely, it functioned as a gerund. Sometimes, they also said that the word “*reading*” was a gerund instead of present progressive form, for example “*Is she reading a novel?*”. Another example was “*crying baby*”. The word “*crying*” was present participle, but some of the students said that it was a gerund. In line with this situation, the researcher needs to apply an appropriate medium in teaching suffix -ing. One of the effective ways is by using reading texts.

Text occurs in spoken or written language. It can be in form of postcards, novels, sermons, football commentaries, street signs, and jokes (Thornbury, 1999). There are many forms of text that can be used by the teacher in teaching grammar especially in teaching affixation. Another benefit of using text as medium in teaching and learning process is that text can be classified in some various ways. Knapp & Watkins (2005:29) point out, “Text can be classified and organized in a multitude of ways: everyday, formal, entertaining and information”. This quotation means text can be used in every condition depending on the situation of the students.

The application of different text types or genres can help the students to interact the idea of the author through reading. Reading text is a medium that was applied by the researcher in English teaching and learning process. By reading a text, the students got the meaning and information from the text. In short, there is an interaction between the author and the students. Interaction in this case is the students’ competence to get the idea about the structure of the text that has written in text. In order to make the students see the structure of the sentence in the text easily, it is important for the researcher to consider about the types of text that will be used. Cooper (2001) claims that there are six distinctive types of texts, namely wordless books, predictable texts, controlled high-frequency vocabulary texts, decodable texts, authentic literature, and created easy-to-read texts.

After having the understanding about the types of texts above, the researcher used created easy-to-read texts. The reasons why the researcher used created easy-to-read texts in

her research because it consists of stories and informational texts that have been written to control the level of difficulty and some aspect of skill application. Created easy-to-read texts come in the form of books. Created easy-to-read texts used for practice and application of reading skills for students who may be experiencing difficulty in certain aspects of learning to read or need practice in applying a targeted skill or strategy (Cooper 2001). By looking at the advantages of created easy-to-read texts, the researcher assumes that it refers to the students' need. In this way, the researcher adjusted created easy-to-read texts with the curriculum or syllabus which organizes the texts that are appropriate with the level of the students.

Since the students of science major class get confused how to improve their grammar, the Research Question was formulated in the following question “*Can the application of reading texts improve the ability in using suffix –ing of the eleventh grade science major students of MAN I Palu*”. It was to verify that the application of reading texts can improve the ability in using suffix –ing of the eleventh grade science major students of MAN I Palu.

METHODOLOGY

In conducting this research, the researcher applied intach group design. That design employed one class as an experimental class (group) and one class as a control group. Those two classes would be given by the same test for post-test. In this intach group design, the treatment was only given to the experimental class while the control one was not given the treatment. It is designed to prove that reading text was an appropriate medium to teach suffix -ing for the eleventh grade science major students of MAN 1 Palu. The design of this research recommended by Hatch & Farhady's model (1982:21) as follows :

$$\begin{array}{ccc} \underline{G1} & X & \underline{T1} \\ G2 & & T1 \end{array}$$

Where :

G1	:	experimental class
G2	:	control class
X	:	treatment
T1	:	post-test

Population is a group of individuals of the same species occupying a particular geographic area. Gay (1996:112) defines, “Population is the group of interest to the researcher, the group to which she or he would like the result of the study to be general”. The researcher

took the eleventh grade science major students of MAN 1 Paluas the population of this research. It consists of four parallel classes, they were XI A, XIB, XIC, and XI D. The number of all classes was 89 students.

The sample was taken from the population. Through the sample, we can describe the condition of population. Gay (1996:111) defines, “Sampling is the process of selecting a number of individuals for a study in such a way that individuals represent the larger group from which they were selected”. In summary, the sample must be selected from the population correctly in order to get right sample. The sample must represent the population of this research. The sample of this research was selected through **a cluster random sampling** technique. In this way, the researcher prepared four pieces of paper and printed the name of each class on some pieces of paper. Then all papers were folded and put in a small box. After that, the researcher shook them in a few seconds. The first fall was the experimental class and the second one was the control class.

In this study, the researcher involved two kinds of variables; they were independent and dependent variable. Regarding to the title of this research, “Improving the ability of the eleventh grade science major students of MAN 1 Palu”, the dependent variable was students’ ability in using suffix –ing, while the independent variable was the use of reading text.

The researcher used research instrument to collect data, namely test. The test was only post-test. The researcher gave treatments to the experimental class while the control class did not get any treatment. In the treatment, the researcher applied reading texts as her medium to improve the students’ ability in using suffix -ing. In this way, the students read the text, then answered the questions related to the use of suffix –ing. After giving the treatment, the researcher gave post-test to both classes. The post-test was used to measure the competence or the achievement of the students in using suffix –ing after having the treatment.

The researcher designed the post-test in two forms. They are multiple choices and simple completion. Multiple choices consist of 10 items and simple completion has 10 items, the correct answer for multiple choices gets 1 score and simple completion gets 2 scores. As the result, the highest score is 30. The information about test distribution is presented in the following table:

Table 1
Kinds of Test and Scoring System

Parts	Kinds of Test	Number of Items	Score of Items	Total Score
1	Multiple Choices	10	1	10
2	Simple Completion	10	2	20
Total		20	3	30

After collecting data of the tests, the researcher analyzed them by counting the students' standard score with formula proposed by Sutomo (1985:123) as follows:

$$\text{Individual score} = \frac{\text{obtained score}}{\text{maximum score}} \times 100$$

Where:

$$\begin{aligned} \sum X &= \text{standard score} \\ X &= \text{number of correct answer} \\ N &= \text{maximum score} \end{aligned}$$

After finding out their score, the researcher computed the students mean score using the formula proposed by Hatch &Farhady (1982:21) as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Where:

$$\begin{aligned} \bar{X} &= \text{mean score} \\ \sum X &= \text{total of the individual score} \\ N &= \text{total of students} \end{aligned}$$

To calculate the deviation score between students' score in experimental class and students' score in control class, the researcher used the formula proposed by Hatch &Farhady (1982:55) as follows:

$$Md = \frac{\sum d}{N}$$

Where:

$$\begin{aligned} Md &= \text{mean of the difference in post-test between experimental} \\ &\quad \text{class and control class} \\ \sum d &= \text{the number of deviation} \\ N &= \text{number of students} \end{aligned}$$

After getting the mean score, the researcher used t_{test} to prove the effective treatment. In order to get the t_{test} , she used a formula proposed by Hadi (1995:455):

$$t = \frac{Md}{\sqrt{\frac{\sum d^2}{N(N-1)}}}$$

Where:

T = t-test score

Md = mean of the difference in post-test between experimental class and control class

$\sum d$ = the number of deviation

N = number of students

FINDINGS

After finishing the treatment, the researcher gave post-test to the students in order to measure whether the application of reading text was effective in teaching suffix -ing or not. The post-test was given to experimental class and control class on January 28, 2014. The result of the post-test is presented in table 2 and 3

Table 2
The Students' Score on Post-test in Control Class

No	Students' Initial	Score of Each Item of the Test		Obtained Score (0-30)	Maximum Score (30)	Standard Score (0-100)
		Multiple Choice	Simple Completion			
1	ILF	5	14	19	30	63
2	HRS	6	14	20	30	66
3	DVS	4	17	21	30	70
4	NLM	7	11	18	30	60
5	FTN	7	10	17	30	56
6	JMH	6	9	15	30	50
7	HWA	7	9	16	30	53
8	STM	8	11	19	30	63
9	SDM	9	8	17	30	56
10	AGT	4	10	14	30	46
11	MYA	8	13	21	30	66
12	MMN	6	12	18	30	60
13	WDA	5	10	15	30	50
14	PRD	4	7	11	30	36
15	AKW	5	7	12	30	40
16	JSF	5	8	13	30	43
17	MNY	7	7	14	30	46
18	ANK	8	6	14	30	46
19	HRD	4	11	15	30	50
20	MLN	8	8	16	30	53
Total				325		Σx=1073

After computing the students' mean score of post test in experimental class, the researcher totaled the students' mean score of post-test in control class. The formula design used was the same as in post-test of experimental class as follows:

$$\bar{X} = \frac{\sum X}{N}$$

$$\bar{X} = \frac{1073}{20}$$

$$\bar{X} = 53.65$$

Table 3
The Students' Score on Post-test in Experimental Class

No	Students' Initial	Score of each item of The test		Obtained Score (0-30)	Maximum Score (30)	Standard Score (0-100)
		Multiple Choice	Simple Completion			
1	WFF	9	15	24	30	80
2	DVK	10	15	25	30	83
3	NAL	10	18	28	30	93
4	KND	7	15	22	30	73
5	NHY	8	15	23	30	76
6	ZNS	10	17	27	30	90
7	NAN	9	10	29	30	96
8	AFF	8	20	28	30	93
9	FAZ	10	15	25	30	83
10	MZK	7	20	27	30	90
11	DIF	9	17	26	30	86
12	ACC	6	16	22	30	73
13	PFM	7	14	21	30	70
14	MDL	8	19	27	30	90
15	RKR	7	14	21	30	70
16	RRI	7	15	22	30	73
17	FTN	9	16	25	30	83
18	MMY	6	18	24	30	80
19	HRN	7	16	23	30	76
20	MRA	8	16	24	30	80
Total				493	-	$\Sigma x=1638$

After computing the post-test score in experimental class, the researcher counted the mean score of the students. The researcher added the standard score, and divided with the number of the students. The computation of individual mean score was presented as follows:

$$\bar{X} = \frac{\Sigma X}{N}$$

$$\bar{X} = \frac{1638}{20}$$

$$\bar{X} = 81.9$$

After computing the mean score of post-test in experimental class and control class, the researcher calculated the deviation and square deviation of the students score of post test in

experimental class and control class. The computation of the students' mean deviation was presented as the following:

$$\begin{aligned} Md &= \frac{\sum d}{N} \\ Md &= \frac{168}{20} \\ Md &= 8.4 \end{aligned}$$

Having counted the mean deviation, the researcher then computed the sum of square deviation which was shown as follows:

$$\begin{aligned} \sum x^2d &= \frac{\sum d^2 - \frac{(\sum d)^2}{N}}{N} \\ \sum x^2d &= 1622 - \frac{(168)^2}{20} \\ \sum x^2d &= 1622 - \frac{(28224)}{20} \\ \sum x^2d &= 1622 - 1411.2 \\ \sum x^2d &= 210.8 \end{aligned}$$

Moreover, the researcher needed to analyze the data statically in order to know the difference between the results of post-test in control class and experimental class. The computation was presented as follows:

$$\begin{aligned} t &= \frac{Md}{\sqrt{\frac{\sum d^2}{N(N-1)}}} \\ t &= \frac{8.4}{\sqrt{\frac{210.8}{20(20-1)}}} \\ t &= \frac{8.4}{\sqrt{0.554}} \\ t &= \frac{8.4}{0.74} \\ t &= 11.35 \end{aligned}$$

Table 4

Deviation of Experimental Class and Control Class

No	Initial name of control class	Post test of control class (G2)	Initial name of experimental class	Post test of experimental class (G1)	Deviation (d) (G1-G2)	Square Deviation (d²)
1	ILF	19	WFF	24	5	25
2	HRS	20	DVK	25	5	25
3	DVS	21	NAL	28	7	49
4	NLM	18	KND	22	4	16
5	FTN	17	NHY	23	6	36
6	JMH	15	ZNS	27	12	144
7	HWA	16	NAN	29	13	169
8	STM	19	AFF	28	9	81
9	SDM	17	FAZ	25	8	64
10	AGT	14	MZK	27	13	169
11	MYA	21	DIF	26	5	25
12	MMN	18	ACC	22	4	16
13	WDA	15	PFM	21	6	36
14	PRD	11	MDL	27	16	256
15	AKW	12	RKR	21	9	81
16	JSF	13	RRI	22	9	81
17	MNY	14	FTN	25	11	121
18	ANK	14	MMY	24	10	100
19	HRD	15	HRN	23	8	64
20	MLN	16	MRA	24	8	64
Total					$\sum d = 168$	$\sum d^2 = 1622$

The results of the test showed that there was a significant difference of the students' achievement before getting the treatment and after getting the treatment. This was proved by the testing hypothesis. The researcher found that t_{counted} value (11.35) was greater than t_{table}

value (2.093). It means that the application of reading texts significantly improve the students' ability in using suffix –ing.

DISCUSSION

In the process of treatment, the material about –ing form as verb was taught by the researcher at the first meeting. The researcher taught the students about the position of verb in a sentence. Hence, the students felt easier to place a verb when they are going to construct a sentence in written form. In this case, the researcher explained in detail about a verb that can be formed by suffix –ing. It is called present progressive of verb as stated by Swan (2005) who points out that progressive verb forms are made with *be* + *-ing*. When the researcher taught this material to the students, it seemed that they got easier to understand the explanation of the researcher. They also felt easier to do the tasks that given by the researcher.

The material about –ing form as present participle or adjective was taught by the researcher after –ing form as verb. In the process of delivering the material, the researcher built the students' understanding about the function of adjective in sentence. As the result, it made them easily to put adjective in sentence. In this way, the researcher taught the students about an adjective which is not purely from itself, but it is formed by suffix. Suffix –ing forms adjective when it is attached to the verb, and placed before noun or after auxiliary. It relates to Effendi's (2004) idea that adjective can be created from verb which is added by suffix –ing. Since the material about –ing form as adjective is more difficult than –ing form as verb, the researcher needed more time and extra energy to make the students understand clearly. Besides, the students also took long time to understand the material and to do the task.

Noun was the next material that was taught by the researcher to the students. In the process of teaching this material, the researcher explained about the rules of the use of noun, so they know the position of noun in sentence. Noun in this case is a gerund. It is formed by verb + -ing. It is in line with Steer & Carlisi's (1998) statement that gerund is consisting of verb + -ing and taking place of a noun. It can be positioned in the beginning or ending of a sentence. Gerund and adjective or present participle which formed by suffix –ing were two materials that become problematic for the students. Since those two materials have similar position in a sentence or in a phrase, especially in attributive position. For example, the phrases *singing*

girl and *singing room* are two examples of –ing form. The word *singing* in *singing girl* is an adjective, while the word *singing* in *singing room* is a gerund.

Having the fact of the problem of –ing form faced by the students, the researcher related to the previous studies that have mentioned from Silvana (2008) and Hubu (2003). In Hubu's research, he only discussed about the error made by the students on using the functions of gerund as subject of verb, predicate nominative, object of verb, object of preposition, and appositive, while in Silvana's research, she only elaborated the difficulties of the use of gerund as subject, as object, and as object of preposition. Those two researches were descriptive research. Oppositely, in this research, the researcher did an experimental research. As the result, the researcher found an extensive fact that –ing form do not only make the students confused in forming gerund, but also create an ambiguity in forming present progressive and present participle. This fact is concluded by the researcher after having the result of post-test in control class and in experimental class.

Based on the result of post-test in experimental class after administering the treatment, the researcher concluded that the students felt easier to form the present progressive which covering affirmative, negative, and interrogative sentence. Some of the students still made mistakes slightly about suffix –ing which forms gerund and adjective, while in control class which did not get any treatment, the researcher found the worst fact that most of the students got difficulty in differentiating between suffix –ing which forms adjective and gerund. Some of the students also made few mistake in forming suffix –ing as verb. It was affirmed by seeing the result of the individual mean score of post-test in control class and the individual mean score of post-test in experimental class. The result indicated the difference in improvement between post-test in control class and in experimental class was (28,25). It was also supported by the result of the percentage of the students' error in forming suffix –ing as gerund in control class (70%), while it is (20%) in experimental class. The students' error in forming suffix –ing as adjective in control class was (75%), while it is (25%) in experimental class. This fact makes the researcher comes to a conclusion that there is a progress after applying reading texts as a medium of this research.

CONCLUSIONS AND SUGGESTIONS

Based on the finding data, the researcher comes to a conclusion. Since the objective of this research is to verify that the application of reading texts can improve the students' ability in using suffix –ing, it can be concluded that the students' ability in using suffix –ing was improved after the application of reading texts. It could be seen by the mean score of post test in experimental class (81.9) and in control class (53.65). It indicates that the ability of the eleventh grade science major student of MAN 1 Palu in using suffix –ing was improved after getting the treatment. Moreover, there is a significant difference of the result of post-test in control class and in experimental class. It was proved since t_{counted} value (11.35) is greater than t_{table} value (2.093). It means that the research hypothesis is accepted.

Referring to the importance of grammar especially about suffix –ing to form gerund, present progressive, and present participle, the researcher would like to offer some worthy ideas or suggestions for the teachers, the students, and other researchers. First, the English teacher may use reading text as one of solution to overcome students' problem in learning grammar particularly about suffix -ing. Second, the teaching of English grammar, particularly suffix –ing, should be paid attention exclusively. It means that, the English teacher should apply interesting strategies, methods, and media to develop the students' ability, motivation, and interest in learning grammar. Third, by utilizing reading text as a medium, it will be easy for the students to know and to understand about suffix –ing in English. Finally, the students do not only learn about the formation of –ing form in sentence, but also understand about the generic structure of reading text which can help them to increase their writing skill.

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